

McGILL NORMAL SCHOOL.

GUIDE TO WORK

IN THE

MODEL SCHOOL

FOR

TEACHERS-IN-TRAINING.

S. P. ROBINS.

MONTREAL :

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1902.

MODEL SCHOOL DIRECTORY.

DEPARTMENTS.	HEADS.	LOCATION.
Boys	E. MONTGOMERY	
	CAMPBELL, B.A..	South Wing.
Girls	MISS M. I. PEERLES	North Wing.
Primary and Kindergarten	MISS S. F. SLOAN	East Wing.
CLASSES.	TEACHERS.	ROOMS.
Boys, Academy.	MR. CAMPBELL..	Upstairs, North.
Boys, Model III.	MISS MURPHY..	Upstairs, South.
Boys, Model II.	MISS REID	Downstairs, North.
Boys, Model I.	MISS STRANG	Downstairs, South.
Girls, Academy.	MISS RORKE, B.A..	Upstairs, North.
Girls, Model III.	MISS SMITH..	Upstairs, South.
Girls, Model II.	MISS STUART	Downstairs, North.
Girls, Model I.	MISS BLACKETT.	Downstairs, South.
Primary, Elementary III.	MISS SLOAN..	North.
Primary, Elementary II.	MISS DOUGLAS..	South.
Primary, Elementary I.	MISS KNEELAND	West.
Transition	MISS CHISHOLM.	Kindergarten Rooms.
Kindergarten	MISS DERICK	Kindergarten Rooms.
Kindergarten	MISS RUNNELLS	Kindergarten Rooms.

THE RELATION OF TEACHERS-IN-TRAINING TO DISCIPLINE IN THE MCGILL MODEL SCHOOLS.

1. The connection of a Teacher-in-training with the discipline of the Model Schools is brief and intermittent. Hence he is at serious disadvantage in maintaining discipline.

- a.* He is not the source of authority; he does not make regulations.
- b.* He cannot influence pupils through their parents.
- c.* He is not responsible for the moral tone of the school.
- d.* He has no opportunity of forming habits of obedience.
See Note 1.
- e.* He cannot bring the weight of his character to aid discipline; but he should be careful that his conduct is always dignified and correct.

f. He knows the pupils very imperfectly; he cannot take advantage of the excellence of some pupils, or guard against the faults of others, by planning to avoid anticipated trouble.

II. For the reasons detailed above, as well as because of his youthful inexperience, a pupil teacher is not entrusted with the full discipline of any part of the school.

- a.* If he secures good order and attention in the lesson committed to him, he has exercised all the control expected of him.
- b.* The sole reward of merit that he can give, in addition to pleasant commendation, is satisfactory marking on the daily record of the class. See Note 2.
- c.* The infliction of punishment is not entrusted to a teacher-in-training; in this respect his powers are limited to temperate reproof, to marking neglect and ill conduct on the daily record, and, in case of persistent unruliness, to sending the delinquent to the teacher of the class.

III. The successful discipline of a teacher-in-training is based almost altogether on five things:

- A. On a pleasing and commanding appearance;
- B. On an engaging and masterful manner;
- C. On the right use of language;

D. On keeping pupils busy, either in learning something or in doing something, the latter being the easier ;

E. On the tactful use of opportunities.

Therefore note carefully the following instructions :—

A. Your appearance should make for discipline.

1. Natural advantages. If nature has given you a fine stature and good looks, you have advantages that cannot be despised. If not, you may secure

2. Acquired advantages.

a. You can and must be scrupulously neat in person and in dress.

b. You must stand erect and carry yourself well.

c. You must have a resolute face and an unflinching eye ; these you will have if you be resolute, steadfast and fearless in character.

d. As the appearance of a good teacher helps discipline, stand where you can be seen by every pupil.

B. An engaging and masterful manner depends on the right use of voice, eye, facial expression and gesture.

1. Voice.

a. Use pleasant, clear, well-modulated tones in teaching ;

b. Use firm, incisive tones in giving general commands ;

c. Use grave, slow, deliberate tones in reproof.

2. Eye. The experienced teacher

a. Sees everything that occurs in the school-room ; to this end he places his pupils and himself so that he can see.

b. His eye seeks the eyes of his pupils ; looks straight at them.

c. No irresolution, timidity or fear of consequences is betrayed by his eye.

3. Facial expression. The successful teacher

a. Looks pleasant ; has learned to smile ;

b. Looks sympathetic ; strives to enter into the feelings of his pupils ; puts himself in their place ;

c. Looks animated and energetic ; he is all alive ;

d. Looks self-possessed ; keeps himself well in hand ; is quiet ; a nervous, fidgety, restless habit soon infects children.

4. Gesture.

a. Move gracefully, like one well-bred ;

b. Move briskly, as one who has something to do ;

c. Move with decisive purpose, as one who knows exactly how to do what is to be done.

C. By language pupils are not only instructed but controlled. The right use of language is :—

- a.* A sparing use ; let pupils do much of the talking ; make your words precious, do not repeat too easily what you have distinctly said ;
 - b.* A correct use of words ; choose words with a nice sense of their meaning, and pronounce with refinement and exactitude ;
 - c.* A forcible use of words, words that smite ; do not dilute your thoughts with verbiage ;
 - d.* A clear and simple construction of sentences ; involved periods confuse children.
- D. In order to keep pupils busy :—
1. Be ready for your lesson.
 - a.* Be on time ; disorder soon breaks out when a teacher is absent ;
 - b.* Have your lesson so prepared that you have very little need to consult notes or text-books ;
 - c.* Have maps, specimens, pictures, at hand ; preferably, out of sight until the moment of use, and put away when done with ; at improper times they are a distraction.
 2. See that your pupils are ready for the lesson.
 - a.* If it has not been done by the teacher of the class, separate from the rest, before you begin, pupils that for any reason have not prepared an assigned lesson, and mark the daily record with *c.* opposite each separated pupil, under the lesson head ;
 - b.* Similarly separate pupils that have neglected to bring anything needed in the lesson, marking the daily record with *n.*
 - c.* Waste no time over excuses, mark the daily record and let the teacher of the class inquire into excuses ;
 - d.* Hold the separated pupils responsible to follow all that is done in the class, and at its close to know the lesson. Ask them questions from time to time to ensure this.
 3. Study to understand and sympathize with child nature.
 - a.* A child loves to know, to be taught ;
 - b.* But much more he loves to do, to be busy, he is active, restless ;
 - c.* He has not yet learned to control himself ; his attention is easily distracted.
 4. Prepare to deal with the child's nature :—
 - a.* By having something ready to teach him, a little at a time ;
 - b.* By interspersing with teaching many exercises of different kinds to be done ;
 - c.* By recalling him continually to duty through constant, kindly watchfulness ;

- d.* Check the beginnings of inattention ; a look, a gesture, a question, a silence may serve your purpose.
 - e.* Attract the attention of your pupils by a vivacious manner of teaching ;
 - f.* Make it necessary for pupils to look at you while teaching by sometimes substituting silent signals for audible commands ;
 - g.* General inattention is your own fault ; either you have not been teaching well or you have been following one course too long ; change your mode of conducting the class.
5. One good way of giving pupils something to do is to ask them pertinent questions, to which they must furnish careful answers :—
- a.* Do not unduly hasten answers ; give pupils enough time to prepare good answers ;
 - b.* Take care that every question and answer engages the attention of each pupil ;
 - c.* Ask every question to the whole class ; after a sufficient pause ask by silent signal for a simultaneous answer, or indicate the individual who is to reply ;
 - d.* Simultaneous answers may sometimes be silent answers, as when pupils express by gesture their acquiescence in or dissent from a statement ;
 - e.* Audible simultaneous answers must either be of great simplicity, or be in a form exactly committed to memory ;
 - f.* Simultaneous answers, especially if long, should begin together at a signal and proceed in measured recitative ;
 - g.* Individual answering should predominate at every lesson ;
 - h.* When called upon to do so every pupil should be ready to repeat and to criticize the answer of another ;
 - i.* In selecting pupils to reply to questions, do not follow an order that can be anticipated ;
 - j.* Try to ask every pupil at least one question ; do not ask particular pupils an excessive share of the questions ; but let no pupil suppose that he is at any moment of the lesson liable to no more questions ;
 - k.* As you draw your questioning to a close let all pupils who have not been questioned stand, and ask them recapitulatory questions or questions of special interest ;
 - l.* Sometimes permit pupils to question one another, or to question you. Knowledge of a lesson is better shown by good questioning than by good answering.
6. Exercises are valuable means of interesting pupils, and of restfully and profitably employing them :—

- a. But they must be carefully prepared beforehand, so that the time of pupils shall not be wasted ;
- b. If at all possible, before the lesson begins, they should be placed on the black-board, or printed or written by the hectogram and distributed to pupils ;
- c. When this is not possible, they should be dictated to the pupils simultaneously ;
- d. The teacher-in-training should not only be familiar with the customary exercises in the usual subjects, but should ingeniously devise new exercises, supplying them in subjects not frequently so illustrated.

E. Tact is a delicate perception of the way in which words and actions affect others, accompanied by a sincere desire to avoid inflicting unnecessary pain :—

- a. It results from the cultivation by practice in your intercourse with others, of powers which you possess ;
- b. It is keenly watchful of signs of thought, feeling and will in others ;
- c. It is quick and inerrant in the interpretation of such signs ;
- d. It is sympathetic and kind, being altogether incompatible with aloofness, selfishness and hardness ;
- e. It is appreciative of circumstances, and is prompt to take advantage of all opportunities of speech and action that facilitate worthy aims ;
- f. It gently soothes perturbations, allays fears, conciliates prejudices, disarms opposition and secures co-operation.

NOTE 1.—The teacher-in-training must take advantage of the habits of obedience already formed in the class by using with precision the customary forms of command in all cases, these commands in English and in French being as follows :—

FOR CHANGE OF POSITION.

Stand—up,
Right—turn,
Left—turn,
Right about—turn,
At—tention,
Stand—at ease,
Quick—march,
Slow—march,
Mark—time,
Forward,
Halt,
Sit—down,

Levez—vous.
Demi-tour—à droite.
Demi-tour—à gauche.
Volte—à droite.
Position.
Place—repos.
Pas—accéléré.
Pas—mesuré.
Marquez—le pas.
En avant.
Halte.
Asseyez-vous.

FOR GETTING WORK OUT.

Slates, books, etc.,	Ardoises, livres, etc.
Ready—out,	Préparez—en place.
Prepare—take,	Prêts—emportez.

FOR DISTRIBUTING BOOKS.

The monitors place the books on the extreme right or left desks, then

Pass books—1, 2, 3, etc.

Passez les cahiers—une, deux, trois, etc.

FOR EXCHANGING EXERCISES.

Exercises—change,	Echangez—les cahiers.
Exercises—return,	Rendez—les cahiers.

Pupils that are sent to any particular place mark time on reaching their places until the teacher says halt, followed possibly by right or left—turn, sit—down.

Sometimes in sending pupils from the room the several ranks follow one another in order; sometimes the teacher may prefer to send pupils away in a long continuous line. In the latter case he says 1st, 3rd, 5th lines, right about—turn, mark—time, forward, and the whole class marches in a long serpentine line up and down between the seats.

Words of command are almost all double. The first word or syllable intimates what is to follow, and every pupil is expected to prepare himself. Glancing around, do not give the second word of command until you have assured yourself that the class is ready. Then at the second word of command, nothing less than prompt, universal, exact obedience should satisfy you. Do the exercise over again until it is properly done.

NOTE 2.—The daily record referred to here and later is a printed and ruled sheet, on which in the second vertical column the names of the pupils in the class are written in the order in which they sit; the first column is for conduct, or rather, perhaps, for misconduct marks; the third and succeeding columns are headed with the names of the subjects taught.

While hearing a prepared lesson in any subject, besides the marking already described, make a perpendicular line in the column appropriate to the subject, opposite the name of a pupil who makes a culpable mistake. If the conduct of a pupil be faulty, make a similar mark for each faulty act opposite his name in the conduct column. If at his own request a pupil is sent to

the teacher of the class, put a cipher in the conduct column ; if you are compelled, because of his persistently unruly conduct, to send him to that teacher, mark the conduct column with a cross.

Be sure that your marking is correct ; enter into no disputes with pupils respecting it.

Take pains to understand the relation of the order of names to the seating of the pupils, so that by his position and the record sheet you may know the name of every boy. The ability to name a boy is a powerful aid to discipline.

The record is inspected daily by the teacher of the class and is the ground of commendation, admonition, reproof or punishment as the case may require. The records are summed up every month and annually, the results being reported to parents, and rewarded when creditable by rank in the class adjusted monthly, and by prizes awarded annually.

PREPARATION OF LESSONS involves :—

- A. Knowledge of the subject ;
- B. Planning an entire course of lessons ;
- C. Preparing each lesson.
- A. In order to teach you must know :—
 - 1. Facts, extensively and accurately ;
 - 2. Explanations, that is, the relation of facts to each other, thoroughly and familiarly ;
 - 3. Processes, so that you can perform them exactly, easily and quickly ;
 - 4. Hence you must never cease observing, reflecting, reading and doing.
- B. In planning the course of lessons in any subject :—
 - 1. Determine the work to be done in view of
 - a. The purpose of the course ;
 - b. The age and advancement of the pupils, and
 - c. The time available.
 - 2. Distribute the work to the time ; considering :—
 - a. The number and length of the weekly lessons, and number of weeks that can be devoted to the subject ;
 - b. The order of the course ;
 - c. The content of each lesson.

N.B.—Thus far the work is planned for the teacher-in-training, and the content of the particular lesson he is to take is stated for him two days beforehand on the lesson sheet. He must prepare for that lesson.

C. In preparing each lesson :—

1. Analyze the subject of the lesson :
 - a.* Comprehensively, so that at each stage of the division the parts shall be as few and the content of each as large as possible ;
 - b.* Distinctly, so that the parts shall be entirely separate ;
 - c.* Completely, nothing being omitted ;
 - d.* Exhaustively, subdivision being carried as far as is desirable ;
 - e.* Carefully noting relations, so that each part shall be properly related to the whole, and to each part before enumerated ;
 - f.* Arranging the scheme of analysis with due regard to subordination.
2. Your analysis having presented the whole subject, select what you will teach :—
 - a.* Dismissing what is trivial, or unsuitable, or demands too much time ;
 - b.* Reserving for use what is valuable because of its present significance or its relation to future work.
3. In view of the pupils and the time determine the length of the lesson and its character, that is, in what proportion it shall consist of :—
 - a.* Increase of knowledge, by giving new information or by explaining difficulties ;
 - b.* Fixation and familiarization of knowledge, by review, examination or exercises ;
 - c.* Increase of skill, through demonstration by the teacher or practice by the pupils.
4. Determine what part of the truth to be presented pupils can discover for themselves, and guide them :—
 - a.* In observing nature ;
 - b.* In questioning nature by experiment ;
 - c.* In seeking for information from books and from friends, and especially, in searching original authorities ;
 - d.* In reconciling or deciding between divergent authorities ;
 - e.* In reflecting on the significance of truths discovered ;
 - f.* In generalizing from a consideration of particulars ;
 - g.* In systematizing the results of observation, experiment, inquiry, reflection and reading ;
 - h.* In expressing these results accurately and with ease.

- i. Remember that active interest in the work largely depends on successful management under this head.
5. In imparting knowledge :—
 - a. State clearly and concisely the purpose of the lesson. Begin by presenting foundation truths already known. either
 - b. By recapitulatory statement, or
 - c. By skilful questioning.

Thus progress toward the unknown, very frequently observing the historic order of the happening of events or of the discovery of truth :

 - d. Gradually, that your pupils may follow you ;
 - e. Continuously, that there be no interruption in the chain of thought ;
 - f. Definitely, each step being clearly marked on the black-board or otherwise, so that your pupils may be conscious of progress ;
 - g. Consecutively, every new step being based on the steps preceding.
6. Determine your mode of presentation, whether
 - a. By analysis of a known complex to reach unrecognized elements, as from the concrete to the abstract ;
 - b. By synthesis of known elements to reach an unknown complex, as in understanding a description ; or
 - c. By combination of analysis and synthesis, as in the development of a central thought, or as in passing from instances to laws.
7. Study with great care your language :
 - a. Choose words carefully to convey your meaning. exactly, forcibly and with elegance ;
 - b. Choose by preference familiar words, if they are suitable ; but do not hesitate to introduce new terms, if necessary for precision ;
 - c. Pronounce your words with accurate distinctness ;
 - d. Arrange them in simple, easy, natural order ;
 - e. See that you use correct grammatical forms.
8. Prepare your illustrations and determine their places. choosing and employing them :
 - a. To suggest truth to your pupils ;
 - b. To make truths that you state clear ;
 - c. To arouse and sustain attention ; but
 - d. Not merely to amuse or to pass the time.

Your illustrations may address the eye or the ear. If visible :

- a.* Practice your black-board diagrams until you can draw them accurately, boldly and rapidly ;
 - b.* Study your exercises and examples so that you can set them on a convenient part of the black-board, arranged neatly and written well ;
 - c.* Make yourself so familiar with the map which you intend to use that you may without hesitation or mistake turn to any point you wish ;
 - d.* If you present a picture or submit a specimen, do not trust to the inspiration of the moment to talk about it, determine beforehand to what you will direct attention ;
 - e.* Try an experiment beforehand ; be sure that it will succeed when you present it to your class.
- If your illustration be audible :
- a.* Recite beforehand your anecdotes or narratives as prepared, so that they shall be well arranged, well worded and delivered without hesitation or mistake ;
 - b.* If you intend to read or to sing for an exemplification of method, do so beforehand, criticizing yourself impartially.
9. With great care prepare the summation of your lesson :
- a.* Its written synopsis ;
 - b.* The exact form of definitions and of final statements ;
 - c.* The manner of reaching the scheme, definitions and final statements by questions and corrected answers ;
 - d.* The setting of the truth taught, in just relation to other truths—antecedent, collateral and consequent ; and
 - e.* Practical applications of the truth taught.
10. To overcome difficulties consider their twofold origin. Sometimes difficulties arise from ignorance of facts that are unknown, because :
- a.* They have never been presented, furnish further light ;
 - b.* They were not received when presented, re-present them ;
 - c.* They are not recalled easily, let repetition make them familiar.
- Sometimes difficulties arise from imperfect appreciation of relations, because of :
- a.* Inability to hold the related facts steadily before the mind. Such difficulties are often met by symbolical representation ; they will be resolved also when the facts are made familiar ;

- b. Inability to grasp the higher unity that correlates the facts ; these difficulties demand greater maturity of mind, and should not be prematurely discussed.
- 11. A review by the teacher may be :
 - a. Oral ; or
 - b. Written on the black-board ;
 and must be
 - a. Well arranged, and
 - b. Concisely and neatly worded.
- 12. An examination of which the primary purpose is review, may be :
 - a. Oral or written ;
 - b. A précis given by pupils without questioning by the teacher, or a series of answers to questions submitted by the teacher ;
 - c. Questions prepared by the teacher must be succinct and unmistakably worded, and must follow in orderly procession ;
 - d. Such questions should provoke thought ; they must not lend themselves to guessing on the part of pupils ;
 - e. Every précis and answer given should be submitted to friendly criticism by other pupils and by the teacher ;
 - f. In criticizing answers, while you rebuke carelessness and correct mistakes, do not discourage pupils ; your aim should be rather to find how much truth an answer contains, than to see how much fault you can find with it ;
 - g. Answers must be skilfully manipulated by the teacher so that they shall not distract the attention of the class from the integral truth which he is endeavoring to build up before the class. Therefore adroitly call especial attention to whatever part of the answer aids your design, and ingeniously make the answer the foundation of the next consistent question.
- 13. Exercises aid pupils to understand and remember what they have been taught, but often they are so ill-managed as to cause great waste of time :
 - a. Prepare beforehand exercises relevant to the lesson, having one distinctly defined aim ;
 - b. Let the first exercises be such as every pupil can do ;
 - c. Let the successive exercises introduce difficulties one after another and no more than one difficulty at a time ;

- d.* Give out at once as many exercises as can be done by the brightest pupils in the time you can afford;
 - e.* So conduct the work that no pupil shall be kept waiting on the work of another ;
 - f.* If you wish to have any or all of the exercises done on the black-board by pupils, it is usually best either to assign each exercise to a pupil at the beginning of the work and let all such pupils proceed immediately to do their exercises simultaneously ; or, having chosen any pupil to do the first exercise appoint afterwards any one who has done the first to do the second, then one who has done the second to do the third, and so on. Of course, each pupil doing the example will reach the same answer as is on the board, or a different answer. In the latter case he should make sure that his answer is correct, or should correct it. Of course, the teacher will watch and at the proper time criticize or guide criticism of what has been done on the black-board ;
 - g.* Sometimes it is well to examine exercises after they are done in the exercise books, and then decide what exercises, if any, shall be worked on the black-board by the teacher or by some pupils, and discussed by the class ;
 - h.* In some cases it is desirable to enter in the record sheet the amount of work done correctly, in other cases the number of mistakes made. In the first case follow the indicating number by *r*, in the second by *w*.
 - i.* Guard carefully against the temptations incident to self-reporting. As far as possible, avoid it. Let pupils report the work of other pupils, not their own. Make the reporting pupil responsible for his report by initialling it in the exercise. Make a point of examining as many exercises as possible to secure correct reporting.
14. Every demonstrative act, mental or physical, must be so studied and practised that it can be performed by the teacher :
- a.* At first slowly, to show the right succession of movements ;
 - b.* Then rapidly, to show what degree of speed may be expected and aimed at.
15. All acts of practice by pupils must be performed :
- a.* Accurately, at whatever cost of pains ;
 - b.* With increasing rapidity, never suffering mistakes ;

- c. Ease will thus be gradually acquired.
16. Be satisfied with no lesson that does not tend to produce in the pupils such development :
- a. Of spirit, as may show itself in increase of enthusiasm, hopefulness and patience ;
 - b. Of intellect, as leads to gain in knowledge and in power, causing pupils to desire to know, and to take an honest pride in doing skilfully, quickly and perseveringly ;
 - c. Of expression, in luminous statements, in polite and clear questions, and in polite and exact requests, as results from an enlarged vocabulary and from effective practice in the construction of sentences.
17. Study yourself as a teacher ; criticize yourself in the light of the advice here given ; judge yourself severely, without self-conceit ; impartially, without self-depreciation ; hopefully, assured that your defects may be remedied and your faults overcome by self-discipline. Especially see that as to temper you are :
- a. Self-possessed, calm ;
 - b. Determined as to your ends ; but
 - c. Flexible in the choice of means ;
 - d. Kind to children in their troubles ;
 - e. Sympathetic with them in their efforts ; and
 - f. Respectful to them as human beings.

LESSON SCHEME.*

Date,	Hour,
School,	Class,
Teacher-in-training,	

LESSON AS ASSIGNED ON THE LESSON SHEET.

AIM OF THE LESSON, AS STATED BY THE TEACHER-IN-TRAINING.

MATERIAL FOR THE LESSON.

Always ready.—Black-board, Chalk, Eraser.
Prepared by Teacher. Brought by Pupils.

SYNOPSIS.

(Divided into vertical columns as is best for each lesson, items numbered consecutively in order of time.)

* A form to be filled beforehand by the teacher-in-training, and given to the critic as the lesson begins.

QUESTIONS FOR EXAMINATION PREPARED BY THE TEACHER-IN-
TRAINING.

N.B.—You will be judged as a teacher by what your pupils learn, as a disciplinarian by their behaviour.

Here follow examples of Lesson Schemes filled out by various teachers, showing various modes of arrangement.

LESSON SCHEME I.

Department, Girls.

Class, Model III.

Prepared by S. P. Robins.

Lesson as assigned on the Lesson Sheet.

Shape and size of Ireland

Aim of the Lesson as stated by the Teacher.

To get the class to determine from the map and to remember the shape and size of Ireland.

MATERIAL FOR THE LESSON.

Always ready,	Prepared by Teacher.	Brought by Pupils.
Black-board,	Map of Ireland, tape	Exercise books,
chalk, eraser.	measure, black string.	pencils.

SYNOPSIS.

Things to be done by the pupils, if possible, if not, by teacher.

1. Determine by observation the general shape of Ireland.

3. Choose four points to mark the angles of the trapezium.

5. By the tape measure and scale determine approximately the length of the sides, the shorter diagonal, and the perpendicular breadth, p , of the trapezium.

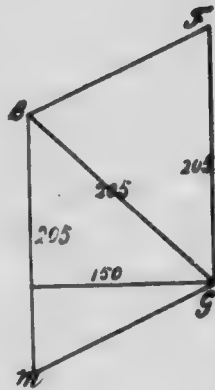
Results to be remembered.

2. A trapezium with very irregular north and west boundaries.

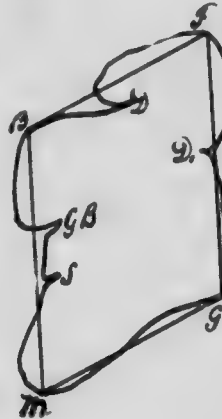
4. Fair Head, F.; Greenore Pt., G.; Mizen Head, M.; Binwi Head, B.

6. $F. G. = B. M. = B. G.$ about 205 miles. $B. F. = M. G.$ = about 162 miles. $p.$ = about 150 miles.

7. Draw on the blackboard the trapezium, scale 1 in. to 10 miles. (The scale of the marginal figures is one sixteenth of this.)



9. Modify the outline by inserting four bays as in margin 10.



10

D Donegal Bay.

D₁ Dundalk Bay

S Mouth of Shannon

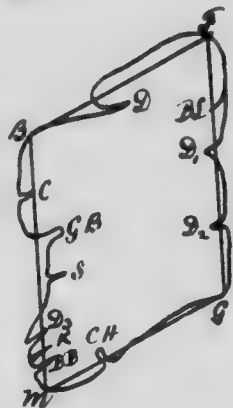
G, B. Galway Bay.

12

B. L. Belfast Lough.

D Dublin Bay.

11. Modify the outline again by inserting seven bays. etc., as in 12.



C. H. Cork Harbour.

B. B. Bantry Bay.

K. Kenmare River.

D₃ Dingle Bay.

C. Clear Bay.

13. Stretch the black string along the sides of the trapezium and see how much land is cut off, and how much sea is included.

15. Calculate the area of Ireland.
 Trapezium equals $205 \times 150 = 30,750$
 sq. miles. Triangle cut off equals
 $80 \times 30 = 1,200$ sq. miles.
 $\frac{2}{2}$
 Total area = 31,950 sq. miles.

14. On the east side a part of
 Leinster, a triangle of base 80
 miles and height 30 miles is cut
 off. On the other sides the
 amount of land cut off about
 equals the sea included.

16. Area equals say 32,000
 sq. miles.

QUESTIONS FOR EXAMINATION PROPOSED BY THE TEACHER.

Draw the trapezium that defines Ireland. Insert dimensions.
 Modify the outline by placing six bays that you name. Calculate
 the area of Ireland.

LESSON SCHEME 2.

Department, Primary.

Class, Preparatory.

Prepared by Prof. Kneeland.

Lesson assigned on Lesson Sheet.

Teach easy English sentences.

Aim of Lesson as stated by Teacher.

To get pupils to distinguish easy statements, questions and
 commands under all circumstances.

MATERIAL FOR THE LESSON.

Always ready

Prepared by Teacher.

Brought by Pupils.

Black-board,

Readers.

chalk, eraser.

SYNOPSIS.

What I wish to get children to do.

1. To give a little story or statement.

2. To ask a little question.

3. To give an order or command.

4. To tell me which of these I use when I speak.

To this end what I do myself.

I tell this little story:—A great eagle carried off a little child. I write one on the blackboard.

If I should say:—Have you seen an eagle? would that be a little story? What would it be?

Kindly close the door. Was that a story? Was it a question? What was it? What do foremen do when they want something done by the men?

I use the three forms.

What I call on the pupils to do or say.

Let each one tell me a little story. Read one from your book on page 6, some child telling me what to write.

No, Sir.

A question.

Tell me a little story. Repeat ad libitum.

No, Sir.

No, Sir.

A command or order.

They give commands orders.

Give a command to John.

Pupils tell which I use.

Read Lesson 10, and tell whether the sentences are statements, questions or commands.

QUESTIONS FOR EXAMINATION PROPOSED BY THE TEACHER.

Write on your slates three little stories, three questions and three commands.

LESSON SCHEME 3.

Department, Boys.

Class, Academy 1.

By Madame Cornu.

Lesson as assigned on the Lesson Sheet.

Adjectifs qualificatifs ; Accord et Position.

Aim of the Lesson as stated by the Teacher.

To get the class to become familiar with the special rules concerning French adjectives both in theory and practice.

MATERIAL FOR THE LESSON.

Always ready.	Prepared by Teacher.	Brought by Pupils.
Black-board,	Coloured cards, coloured	Exercise books, pencils,
chalk, eraser.	string, books of different size, weight, etc.	rulers.

SYNOPSIS.

What is done by Teacher.

Exercises by Pupils.

1. Revue des règles concernant l'accord des adjectifs, sous forme de conversation.

Règles pour former le féminin.

Règles pour former le pluriel.

2. Exemples en commençant par la forme masculine en rapport avec objets.

Faire écrire en une colonne les noms masculins des objets montrés à la classe, suivis du verbe *est*.

Faire mettre en regard l'adjectif qui convient à chaque nom.

3. Introduire la forme féminine toujours en opposition à la masculine.

Seconde colonne pour les noms féminins suivis du verbe *est* avec adjectifs en regard.

4. Faire trouver la règle aux élèves par leur propre observation. préparer deux colonnes, l'une pour le masculine, l'autre pour le féminin, y placer correctement les adjectifs dictés par l'institutrice qui les donnera tantôt à la forme masculine, tantôt à la forme féminine.

L'énoncer ensuite en termes simples et clairs.

5. Même genre d'exercices pour le pluriel.

6. Pour enseigner la position de l'adjectif, employer d'abord ceux qui se placent après le nom afin de montrer dès le début la grande différence entre l'anglais et le français (adjectifs de

couleur, forme, nationalité, longs adjectifs). Nombreux exemples répétés avec soin.

Faire comparer les objets sous le rapport de la forme, couleur, grandeur, etc.

Ecrire au tableau quelques exemples résultant de l'exercice précédent.

Dictée une liste des adjectifs employés au courant de la leçon.

Les élèves devront les répartir en deux colonnes, l'une pour les adjectifs placés ordinairement après le nom, l'autre pour ceux placés avant.

Déduire la règle.

Par la conversation et des questions adéquates, faire trouver les exceptions, c'est à dire adjectifs placés devant le nom.

QUESTIONS PROPOSED FOR EXAMINATION.

Différence fondamentale entre l'adjectif anglais et l'adjectif français ? L'accord de l'adjectif existe-t-il dans d'autres langues ? Quelle règle frappe l'oreille ? Quelle règle frappe l'oeil ? Pluriel des noms ? Pluriel des adjectifs ? Position de l'adjectif en anglais ? en latin ? en français ? Adjectifs familiers se plaçant avant, après le nom ?

LESSON SCHEME 4.

Prepared by Miss Robins for Grade Model I.

Lesson as assigned on the Lesson Sheet.

Factors, composite numbers, prime numbers.

Aim of the Lesson as stated by the Teacher.

To get pupils to understand, apply and define the above terms.

MATERIAL FOR THE LESSON.

Always ready.

Black-board

chalk, eraser.

Prepared by Teacher.

The multiplication table
on a large sheet.

Brought by Pupils.

Exercise books,
pencils.

SYNOPSIS.

Arranged in columns under three heads.

Work done or statements made by the Teacher.

Questions asked of pupils or work done by them.

Results collected and remembered.

What number have we found to be a divisor of 4, 6 and 8 ? Two.

Two is a factor of 4, of 6, and of 8.

Give other numbers of which two is a factor.

Of what two factors is 6 composed ?

Six is composed of the factors 2 and 3 ; six is a composite number.

Get the factors of 12 in as many ways as you can.

Name the factors of 4, 6, 8, 9, 10, 12, 14, 16, 18, 20.

From the multiplication table choose composite numbers, and state their factors.

Do 7, 11, 13, 17, 19 appear as products in the table ?

7, 11, 13, 17, 19 do not appear as products in the table ; they have no factors, they are prime numbers.

Make two columns on the black-board, head one prime numbers and the other composite numbers.

Let pupils in turn write the prime and composite numbers from 19 to 41 in their proper columns.

In what figures do all the prime numbers in the column end ?

Can you find composite numbers that end in the same figures ?

Can you find any prime numbers that end in 2, 5, 4, 8, 0 ?

Write ten composite numbers each ending in a different digit from the others.

Definitions drawn from the class.

A factor of a number is any number which will divide that number without remainder.

A composite number is one that has factors.

A prime number is one that has no factor.

QUESTIONS PREPARED FOR EXAMINATION.

Define factors, prime numbers, composite numbers. Make a list of prime numbers between 50 and 70. Find the factors of all composite numbers between 50 and 70.

LESSON SCHEME 5.

Department, Boys.

Class, Academy I.

Prepared by Mr. Campbell.

Lesson as assigned on the Lesson Sheet.

History of Canada, p. 23, from " Early in 1759 " to end of chapter.

Aim of Lesson as stated by the Teacher.

To get the class to understand the incidents connected with the siege and taking of Quebec.

MATERIAL FOR THE LESSON.

Always ready.
Black-board,
chalk, eraser.

Prepared by Teacher.
Outline map of Quebec
and vicinity.

Brought by Pupils.

SYNOPSIS.

Heads of Lesson.

Illustrations, Explanations and Exercises.

Introductory. Positions of French and English in America at the beginning of the year.

(a) Names of Leaders.

English—Wolfe, Saunders, Moncton and Murray,
French—Montcalm, Vaudreuil and De Levis.

(b) Disposition of Forces.

Draw sketch map of Quebec and vicinity, and describe natural features.

English—Point Levis, Isle of Orleans, Montmorency Falls; Fleet in St. Lawrence.

French—Quebec and Beauport Flats.

Place on map names of French generals in proper positions behind defences.

Put on map names of English generals in the positions they commanded

(c) Operations.

Attack on Beauport.

Describe the attack and repulse of July 31st.

Landing at Wolfe's Cove.

Bombardment and movements of fleet, and landing at the cove.

Battle of Plains of Abraham.

Incidents of battle, death of commanders.

Surrender of city, September 18th, 1759.

QUESTIONS FOR EXAMINATION.

Draw an outline map of Quebec and vicinity. Place names of English and French generals in positions they held. Where were the two attempts at landing made? Name the decisive battle.

LESSON SCHEME 6.

Department, Girls.

Class, Model II.

Prepared by Miss Peebles.

Lesson assigned on Lesson Sheet.

Patching on Cotton Goods.

Aim of the Lesson as stated by the Teacher.

To teach patching in order to show the defect as little as possible.

MATERIAL PREPARED FOR THE LESSON.

Always ready.	Prepared by the Teacher.	Brought by Pupils.
Black-board,	Two pieces blue lined fools-	Each has two pieces
chalk, eraser,	cap, 6" square,	of cotton, striped or
pencil.	scissors,	checked, 6" square,
		scissors, pencil, needle,
		thread, thimble.

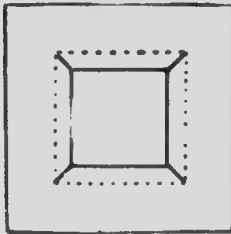
SYNOPSIS.

Successive operations with diagrams.

Instructions to pupils.

Note.—In the diagrams heavy lines represent scissors cuts, dotted lines represent lines of sewing.

1. Preparing the paper which represents the torn fabric.

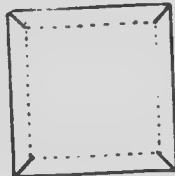


Cut out a regular square or oblong hole around the tear.

Parallel to the sides of the hole draw lines (the dotted lines) around it $\frac{1}{4}$ inch from it. Snip the corners as shown and fold the edges back exactly along the dotted lines.

2. Preparing the patch.

Lay the torn paper with the enlarged hole in it on the patch, seeing that the blue lines exactly correspond. Pin securely. Pencil with dotted line around the hole. Remove the top paper and parallel to the dotted lines and $\frac{1}{4}$ inch outside them draw other lines, and cut the patch out by these last lines. Snip the corners in as shown and fold exactly to the dotted lines. See if the patch fits the hole exactly as to size and pattern.



3. Sewing on the patch.

• Repeat the above operations with the cotton goods.

Prepare to sew—no knot in the thread.

Put one side of the patch to corresponding side of the hole, fitting corners exactly, keeping the patch towards you. Top-sew that side and each side in order.

Spread flat the turned in parts on the wrong side. Stroke evenly with the thimble.

Examination prepared by the Teacher.

Mend the tear as required.

LESSON SCHEME 7.

Department, Primary.

Class, Elementary Grade II.

Prepared by Miss Sloan.

Lesson as assigned on Lesson Sheet.

An Observation Lesson on Cocoons.

Aim of Lesson as stated by Teacher.

To lead the class to observe the cocoon, to find out its adaptation to its purpose, and to encourage pupils to collect.

MATERIAL PREPARED FOR THE LESSON.

Always ready.

Prepared by the Teacher.

Black-board,

Cocoons, a glass of water, a tape-measure

chalk, eraser.

and a penknife.

SYNOPSIS, 4 Heads.

- I. Awaken interest by exciting curiosity.
- II. Examine the outside by the senses.
- III. Examine similarly the inside and its inhabitant.
- IV. Consider origin and future change of chrysalis.
 1. We shall examine a little house, and the builder who lives in it. This (showing the cocoon) is the house. Can you find door or windows.
 1. Inmate does not wish to look out. Why? When do you
 2. Inmate requires no light. feel thus? It wants
 3. Inmate wishes for no visitors. to sleep.
 - II. 1. Observe and draw the shape. 2. Measure the size.
 3. Note its surface. 4. Its colour. 5. Its opacity. 6. Its inodorousness. 7. Put it into water and mark its lightness.
 - III. Cut it open and note: 1. That it is tough and strong; 2. but may be compressed or indented; 3. that it is smooth; 4. soft; 5. impervious to water. It is a suitable sleeping place for the mummy inside it called a chrysalis.
 - IV. This chrysalis: 1. was an egg; 2. then a caterpillar; 3. then it wove its cocoon and became a chrysalis, and thus will sleep through all the storms of winter like the "Sleeping Beauty"; 4. but when the spring comes, like the "Sleeping Beauty" it will awaken, soften by excreted acids the cocoon, tear a part away and come out a beautiful moth, leaving its night robes behind.

Attached to the stems of grasses you will find clusters of small eggs, white or yellow ; keep them till spring and see what they produce.

Under the brown leaves, under fence rails or withered stalks you may find slung by silken ropes the hammocks of these sleepers. Collect them. Watch them.

We also shall sometime lie down to take a long sleep, hoping to awaken to a new and beautiful life. Do you know what I mean ?

CRITICISM FORM for Lessons given by Teachers-in-Training of the McGill Normal School.*

Date..... Hour.....
 School..... Class.....
 Name of Teacher-in-training.....
 Signature of Critic
 Percentage of Marks taken.....
 Detail of Marks and Remarks on :

I. Lesson Scheme as to :

MARKS.

- a. Accuracy of Statement
- b. Clearness of Statement
- c. Conciseness of Statement
- d. Orderly Arrangement
- e. Suitability to Time
- f. and to Pupils
- g.

II. Discipline as it concerns the Teacher-in-Training :

- a. Appearance
- b. Manner
- c. Language
- d. Skill in keeping Pupils busy
- e. Tact in Management
- f. Marking the Daily Record
- g.

III. Teaching Lesson :

1. Preliminary Review.
 - a. By Statement.
 - b. By Question and Answer.
 - c.

* By this marks for teaching are determined by the Normal School and Model School staff.

2. Getting Pupils to discover Truth:
 - a. By guiding Observation
 - b. By suggesting Experiment
 - c. By directing to Sources of Information
 - d.
3. Imparting Knowledge:
 - a. Order of Presentation
 - b. Mode of Presentation
 - c. Clearness of Statement
 - d. Conciseness of Statement
 - e. Illustrations
 - f. Exercises
 - g. Explanation of Difficulties
 - h. Summation, Written or Oral
 - i.
4. Fixation of Knowledge:
 - a. Questions in Recapitulation
 - b. Use of Answers given
 - c.

IV. Practice Lesson.

- a. Preliminary Instruction
- b. Securing Concentration of Effort
- c. Ensuring Care
- d. Inciting to Diligence
- e. Watching the Work
- f. Examining the Results
- g.

V. Results of Lesson:

1. While in progress Pupils should be:
 - a. Interested
 - b. Alert
 - c. Respectful
 - d. Obedient
 - e. Orderly
 - f.
2. Finally, Pupils should be:
 - a. More Enthusiastic
 - b. More Hopeful
 - c. More Patient
 - d. Better Informed
 - e. More Desirous to Know
 - f. Quicker to Learn
 - g. More Skillful to do

- h.* More Nimble to do
- i.* More Persevering to do
- j.* Clearer in Expression
- k.* Readier in Expression
- l.* More Polite in Manner
- m.*

In the above Criticism Form fifty points of importance in a lesson are enumerated and marked by letters *a, b, c*, etc., a maximum value of 10 being assigned to each. In any lesson the critic should observe and mark not less than ten points, of which at least one should be under Head I., two under Head II., and two under one or other or both of Heads III. and IV. If more than ten points be observed, the scale of marking under each point should be maintained; but the total number of marks must be reduced by multiplying by a fraction, of which the numerator is 10 and the denominator the number of points marked.

The marks should be so given that they may be translated into words very nearly as below: Ten means excellent, practically unsurpassable; nine, very good, highly creditable; eight, good, creditable, decidedly above the average; seven, fair, promising, somewhat above the average; six, passable, average teaching; five, barely passable; four, inferior, poor, pupils derive but little advantage from it; three, a failure, time wasted, pupils get nothing from it; two, teaching, etc., harmful, it would have been better to have had no teaching at all; one, very bad, the critic compelled openly to interfere; nought, so bad that the lesson had to be stopped and the class taken by the critic, or by one of the regular teachers.

For example, at a particular lesson given by Miss B., marks accompanied by remarks might be assigned to twelve points thus: I. *a*, 7; I. *d*, 8; II. *c*, 4; Miss B.'s pronunciation is harsh and nasal, she pronounced lamentable, lament'able; violent, voilent; she said, I seen you. II. *f*, 2. Much misbehaviour occurred, but not a single discredit mark was given, until I wrote a slip and handed it to Miss B. calling attention to the neglect. III. 1. *a*, 7; III. 3. *b*, 8; III. 4. *a*, 8; III. 4. *b*, 7; V. 1. *a*, 2. Miss B. failed to check the beginnings of inattention, so that soon a large part of the class listened only when individually addressed. V. 1. *c*, 2. Miss B. permitted three boys to speak without permission, failed to see one boy frequently nudging his neighbour with his elbow, and was unable to detect the boys who were making shuffling noises with their feet. V. 2. *a*, 1. Such was the confusion, inattention and listlessness, that I was compelled to rouse the pupils by taking the lesson for a minute or two. V. 2. *l*, 2, Miss B.

suffered three boys to answer her in an impertinent tone and manner.

It is easy to interpret the numbers opposite which no remarks are made. We gather that the statements made in the synopsis, although not quite faultless, were very correct and were well arranged; that her recapitulatory questions were well put to the class, and the answers of pupils fairly well criticized.

The number of points criticized being twelve, of which two are under Head I., two under Head II., four under III., and four under V., and the total of marks assigned being 58, the marks reported for the lesson will be $58 \times 10 \div 12 = 48$.

Under each important head a blank is left preceded by a letter (see V. 2, *m*) to afford the critic opportunity of remarking on points not specifically noted in the form. Any appropriate headings may be written in such places and marks given and remarks made as under the printed headings.